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ABSTRACT

The Transfer Tracking System at Maryland's Frederick Community College (FCC) is designed to monitor the effectiveness of the college's transfer function by keeping track of student requests for transcripts to be sent to other institutions. Using this system, a study was undertaken at FCC to determine outcomes for the college's transfer function for 1992-94 by requesting confirmation of enrollment from receiving institutions and surveying students who transferred from the college regarding their experiences. From 1992-93, 2,065 transcripts were sent, while 441 students were confirmed as having successfully transferred. For 1993-94, 2,107 transcripts were sent and 465 students were confirmed as having transferred. For 1994, the transfer rate was calculated at 34.5% based on the number of students indicating intent to transfer, earning at least 12 credits in total unduplicated credit enrollment, and transferring successfully. Finally, averaged findings from annual surveys conducted from 1990-91 to 1993-94 included the following: (1) for all 4 years, the average age of the transfer students was 24.9 years old, 54.4% were female, and 94.2% were White; (2) 49.5% had earned an associate degree prior to transfer; (3) 96.6% were satisfied or very satisfied with their academic program, 82% expressed satisfaction with academic advising, and 73% expressed satisfaction with specific transfer advising at FCC; (4) 48.7% of the transfers reported losing no credits in transfer and 78% lost fewer than 7 credits; and (5) 1 in 6 reported receiving financial assistance at their new institution based on scholastic achievement at FCC. (Includes data tables and the survey instrument.) (KP)

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FREDERICK COMMUNITY COLLEGE TRANSFER TRACKING SYSTEM AND SUCCESSFUL TRANSFER SURVEY

VOLUME II

FALL 1992-SPRING 1994

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FREDERICK COMMUNITY COLLEGE
TRANSFER TRACKING SYSTEM AND
SUCCESSFUL TRANSFER SURVEY

VOLUME II

FALL 1992 - SPRING 1994

JAMES M. HOLTON
ADMISSIONS/REGISTRATION OFFICE

FREDERICK COMMUNITY COLLEGE
TRANSFER TRACKING SYSTEM AND
SUCCESSFUL TRANSFER SURVEY
VOLUME II FALL 1992 - SPRING 1994

The Transfer Tracking System and the Successful Transfer Survey are now in their fourth year. The System has tracked over one thousand former FCC students to nearly two hundred different four-year colleges and universities across the United States and even to some foreign countries.

The Successful Transfer Survey has been completed and returned by over five-hundred transfer students. This data has been compiled and distributed on a college, state, and nationwide basis.

We can be assured that there is no community college in the United States that publishes such an extensive and complete profile of the characteristics of its transfer students over time as does Frederick Community College.

The accumulation of data from the System and the Survey has brought into clearer focus the characteristics of our transfer students and enables us to answer some very critical questions about our transfer function.

For example, at FCC we know with a high degree of confidence that:

- Three out of four of our transfer students will transfer to 10 colleges:

Hood	Towson	Shepherd
UMCP	UMBC	Frostburg
Mt. St. Mary's	Salisbury	UMUC
West Virginia Univ.		

- About one out of two will transfer to just four:

Hood	Towson	Shepherd	Frostburg

- About one-half of all of our successful transfer students will have earned the AA degree before transfer.
- The average FCC GPA of the successful transfer student will be approximately 3.10.
- Nearly one out of every six of FCC's successful transfer students will be awarded a scholarship from the four-year school based on academic achievement at FCC and that the average award will be about $3,000.
- Transfer to "prestigious," highly-selective colleges and universities by FCC students is a rare occurrence.
- Over 95% of FCC's transfer students are satisfied with the academic preparation for transfer they received at FCC and feel that their academic preparation was related to their major at the transfer college.
- Our typical transfer student will accumulate about 50 credits and will spend five semesters at FCC before transferring.
- A little less than one-third of our transfer students will live in college housing their first semester after transfer.
- The most popular majors for FCC transfer students at four-year colleges will be in the departments of Business/Management (28%), Social/Behavioral Sciences (20%), and Education (14%).
- About one-half of all of our transfer students will report losing no credits in transfer and about 80% report losing six or fewer.
- The average age of the FCC transfer student is about 25 and a slight majority are females.

- About 6% of our transfer students are minorities; 3% are African-American.
- There is considerable evidence of gender-grouping by our transfer students into the areas of Education by females and into Engineering/Architectural/Technical/ Physical/Computer Sciences by males.
- Our transfer rate, or percentage of those students enrolled in a given academic year who have declared their intention to transfer and have accumulated at least twelve credits and actually transferred successfully to a four-year college or university, is 35%.

The charts and analyses that follow are a summary from school years 1992-93 and 1993-94. The Fall 1990 through the Spring 1992 semesters can be found in the first volume of ***Assessing the Transfer Function.*** Copies of volume one of this publication is available from the Admissions/Registration Office.

Results of Confirmed Transfer Activity Fall 1992/Spring 1993

	No. of FCC Transcripts Sent	No. of Cohen Transfers*	No. of Reverse Transfers**	Fall& Spring Total
Primary Study Institutions (All in Maryland except as noted)				
Hood College	160	51	19	70
Towson State University	129	46	12	58
Frostburg State University	131	41	9	50
Univ. of Maryland College Park	112	38	6	44
Shepherd College (W.VA)	133	23	6	29
Univ. of Maryland Balt. Co.	72	21	6	27
Mt. St. Mary's College	44	18	5	23
Salisbury State University	56	16	6	22
Univ. of Maryland Univ. Coll.	46	6	6	12
West Virginia University (W.VA)	31	9	0	9
Capitol College	10	7	0	7
Shippensburg University (PA)	24	3	1	4
Western Maryland College	19	3	1	4
George Mason University (VA)	7	2	1	3
Univ. of Maryland at Baltimore	37	2	1	3
Embry-Riddle (Fla.)	5	2	0	2
Radford University (VA)	8	1	1	2
University of Baltimore	8	2	0	2
Virginia Tech. (VA)	15	2	0	2
James Madison University (VA)	10	1	0	1
St. Mary's College of MD	8	0	0	0
Sub Total	1065	294	80	374
Miscellaneous Institutions	1000	54	13	67
GRAND TOTAL	2065	348	93	441

* Number of FCC transfers registering at receiving institution who met Cohen transfer criteria.

** Number of FCC transfers registering at receiving institution who met Cohen transfer criteria but who attended another college prior to enrolling at FCC.

Results of Confirmed Transfer Activity Fall 1993/Spring 1994

	No. of FCC Transcripts Sent	No. of Cohen Transfers*	No. of Reverse Transfers**	Fall& Spring Total
Primary Study Institutions (All in Maryland except as noted)				
Hood College	158	41	31	72
Shepherd College (W.VA)	124	49	6	55
Frostburg State University	125	38	8	46
Towson State University	110	35	9	44
Univ. of Maryland Balt. Co.	75	27	6	33
Univ. of Maryland College Park	109	28	3	31
Salisbury State University	68	20	0	20
Mt. St. Mary's College	33	16	2	18
Univ. of Maryland Univ. Coll.	39	11	5	16
West Virginia University (W.VA)	35	9	0	9
Shippensburg University (PA)	33	5	1	6
University of Baltimore	11	4	2	6
Univ. of Maryland at Baltimore	49	1	5	6
Capitol College	7	3	0	3
Virginia Tech. (VA)	14	3	0	3
Western Maryland College	15	2	1	3
James Madison University (VA)	15	1	1	2
Embry-Riddle (Fla.)	7	0	0	0
George Mason University (VA)	6	0	0	0
Radford University (VA)	7	0	0	0
St. Mary's College of MD	5	0	0	0
Sub Total	1045	293	80	373
Miscellaneous Institutions	1062	73	19	92
GRAND TOTAL	2107	366	99	465

* Number of FCC transfers registering at receiving institution who met Cohen transfer criteria.

** Number of FCC transfers registering at receiving institution who met Cohen transfer criteria but who attended another college prior to enrolling at FCC.

Ranking of Top Ten Transfer Schools 1990-1994				
	1990-91	1991-92	1992-93	1993-94
1	Hood	Hood	Hood	Hood
2	Frostburg	Towson	Towson	Shepherd
3	Towson	Shepherd	Frostburg	Frostburg
4	UMCP	UMCP	UMCP	Towson
5	Shepherd	UMBC	Shepherd	UMBC
6	UMBC	Frostburg	UMBC	UMCP
7	Mt. St. Mary's	Mt. St. Mary's	Salisbury	Salisbury
8	UMUC	Salisbury	Mt. St. Mary's	Mt. St. Mary's
9	Salisbury	UMUC	UMUC	UMUC
10	WVU	WVU	WVU	WVU

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HIGHLIGHTS: FREDERICK COMMUNITY COLLEGE TRANSFER ACTIVITY STUDY 1992-1993

Institutions	No. of Transfers	% Responding to Survey	% Males	% Females	AGES 19-22	AGES 23-30	AGES 30+	Avg. Age	Avg. FCC Cred.	% Not Losing Cred.	% Losing Less Than 4 cred.	% Satis. w/Orient. & Adv.	% Satis. w/Acad. Prog.	Minority Trans.	Avg. FCC GPA	Avg. FCC Terms	PT/FT Ratio	Res. Status
Hood	70	77	28.5	71.5	17	20	33	30.3	54.0	55	82	92	96	3	3.36	6.8	12/11	0 RH 7 PR 44*HO
Towson	58	50	53.0	47.0	38	16	4	23.4	53.7	52	62	80	97	2	3.13	4.8	2/15	14*RH 9 PR 6 HO
Frostburg Campus & Hagerstown	50	58	50.0	50.0	28	11	11	25.8	56.9	27	55	93	96	2	2.91	6.0	6/9	13 RH 3 PR 13 HO
UMCP	44	45	45.4	54.6	30	12	2	22.4	50.6	40	55	55	95	3	3.04	4.7	0/7	4 RH 11*PR 5 HO
Shepherd	29	48	52.0	48.0	19	5	5	25.0	48.2	42	50	73	87	0	3.02	4.6	1/12	6 RH 1 PR 8 HO
UMBC	27	42	33.3	66.6	18	3	6	24.5	54.1	27	55	100	91	2	3.20	5.0	2/10	6 RH 1 PR 4 HO
Mt. St. Mary's	23	48	56.5	43.5	16	5	2	23.0	60.7	90	100	82	100	1	3.03	5.6	0/10	0 RH 0 PR 10 HO
Salisbury	22	50	50.0	50.0	18	3	1	21.5	49.6	82	91	82	91	1	2.92	4.2	0/3	6 RH 5 PR 0 HO
UMUC	12	42	25.0	75.0	1	6	5	30.0	35.4	60	60	100	80	1	3.14	5.2	4/0	0 RH 1 PR 4 HO
WVU	9	44	55.5	44.5	8	1	0	21.0	37.6	50	100	100	100	0	3.05	3.6	N/A	1 RH 3 PR 0 HO
TOTALS	78	50	45	55	193	82	69	24.7	50.1	52.5	71.0	85.7	93.3	15	3.08	5.1	27/77	50 RH22% 41 PR18% 139HO60%

*Highest number in category RH = Residence Hall PR = Private Residence HO = Home

1992-93

Institutions	No Major Indicated	Business/ Management	Engineering/Arch/ Tech. Sci.	Math/Computer Science	Education	Social/Behavioral Science	Rec/PE/Health/ Allied Health	Fine Arts/ Communication	Natural/Phys. Science	English Lit./ Journalism	Agriculture/ Animal Science
Hood	1*	14*	1	5*	9*	10*	2	6*	0	1*	0
Towson	0	12	0	0	4	5	3	5	0	1*	0
Frostburg	0	10	2*	2	4	6	2	3	0	0	0
UMCP	0	5	2*	2	2	2	1	1	1	1*	3*
Shepherd	1*	4	0	1	2	0	5*	1	1	0	0
UMBC	1*	0	0	0	0	7	0	0	3*	0	0
Mt. St. Mary's	0	6	0	0	3	2	0	0	0	0	0
Salisbury	0	4	0	0	2	1	2	1	1	0	0
UMUC	0	5	0	0	0	0	0	0	0	0	0
WVU	0	0	1	0	0	1	1	1	0	0	0
TOTALS	3 1.5%	60 32.5%	6 3.0%	10 5.5%	26 14%	34 18.5%	16 8.5%	18 10%	6 3.0%	3 1.5%	3 1.5%

* Highest number in category

HIGHLIGHTS: FREDERICK COMMUNITY COLLEGE TRANSFER ACTIVITY STUDY 1993-1994

Institutions	No. of Transfers	% Responding to Survey	% Males	% Females	AGES 19-22	AGES 23-30	AGES 30+	Avg. Age	Avg. FCC Cred.	% Not Losing Cred.	% Losing Less Than 4 cred.	% Satis. w/Orient. & Adv.	% Satis. w/Acad. Prog.	Minority Trans.	Avg. FCC GPA	Avg. FCC Terms	PT/FT Ratio	Res. Status
Hood	72	46	15	57	21	23	28	29.0	51	61	76	94	97	5	3.29	6.1	3/7	1 RH 3 PR 28*HO
Shepherd	55	54	18	27	36	17	2	23.1	55	52	52	68	68	1	2.99	5.1	0/6	7 RH 2 PR 10 HO
Frostburg Campus & Hagers	46	46	22	24	21	18	7	25.6	51	33	57	90	90	2	3.53	5.9	4/2	6 RH 2 PR 13 HO
Towson	44	55	20	24	29	10	5	22.3	51	67	92	79	100	6	3.04	4.6	0/8	12*RH 6*PR 7 HO
UMBC	33	55	12	21	18	10	5	24.8	50	28	44	61	94	0	3.05	5.2	2/4	5 RH 3 PR 10 HO
UMCP	31	32	21	10	17	8	6	23.6	51	40	40	80	80	4	3.20	4.8	2/1	4 RH 3 PR 3 HO
Salisbury	20	35	14	6	15	5	0	21.3	48	57	57	86	100	0	2.76	5.1	1/3	2 RH 4 PR 1 HO
Mt. St Mary's	18	66	5	13	11	3	4	25.2	58	42	58	75	100	2	3.12	4.9	0/3	0 RH 0 PR 12 HO
UMUC	16	50	8	8	0	9	7	32.7	42	75	75	87	87	0	3.20	6.8	4/1	0 RH 0 PR 8 HO
WVU	9	0	5	4	7	1	1	22.8	35	n/a	n/a	n/a	n/a	0	2.94	3.3	n/a	n/a RH n/a PR n/a HO
TOTALS	344 74%	43.9	140	194	175	104	65	25.0	49.2	50.5	61.2	80.0	90.6	20	3.11	5.2	16/35	37 RH24% 23 PR15% 92 HO61%

*Highest number in category RH = Residence Hall PR = Private Residence HO = Home

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1993-94

Institutions	No Major Indicated	Business/ Management	Engineering/Arch/ Tech. Sci.	Math/Computer Science	Education	Social/Behavioral Science	Rec/PE/Health/ Allied Health	Fine Arts/ Communication	Natural/Phys. Science	English Lit./ Journalism	Agriculture/ Animal Science
Hood	2*	9	0	0	8*	7*	1	2	2*	2*	0
Shepherd	1	4	0	1	4	2	4*	2	0	0	0
Frostburg	0	12*	0	0	1	5	0	1	1	0	0
Towson	0	4	2*	2	5	3	1	6*	2*	0	0
UMBC	1	0	1	3*	1	6	2	1	1	0	0
UMCP	0	1	2*	1	2	2	0	0	1	0	1*
Salisbury	0	0	0	0	2	4	0	0	1	0	0
Mt. St. Mary's	0	3	0	0	6	1	0	0	1	1	0
UMUC	0	6	0	0	1	1	0	0	0	0	0
WVU	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTALS	4 2.5%	49 31%	5 3.0%	7 4.5%	30 19%	31 19.5%	8 5.0%	12 7.5%	9 5.5%	3 2.0%	1 1%

* Highest number in category

Miscellaneous Group

Among the institutions represented in the Miscellaneous Group with confirmed Cohen and Reverse transfers from 1991 to 1994 were:

Allegany College
Ambassador College
The American University
Andrews University
Antioch College
Arizona State University
Armstrong State University
Auburn University
Austin Peay State University
Averett College
Ball State University
Baylor University
Bethany College
Bloomsburg University of PA
Bluefield State College
Bob Jones University
Bridgewater College
California State University-Long Beach
California State University-Northridge
California Coast University
California University of PA
Cameron University
Campbell University
Carniege-Mellon University
Carson-Newman College
Carthage College
Catholic University of America
Centenary College
Central Connecticut State University
Chaminade University
Champlain College
Chapman University
Cincinnati Bible College
Clarion University
Clark College
Clemson University
Coastal Carolina University
College of Charleston
Colorado State University
Columbia Union College
Corcoran School of Art
Davis and Elkins College
Delaware State College
Drexel University
Duquesne University
East Carolina University
East Stroudsburg University
East Tennessee State University
Eastern Michigan University
Eastern Nazarine College
Eastern New Mexico University
Elon College
Embry-Riddle University
Emerson College
Fairmont State College
Fitchburg State College
Flagler College
Florida Institute of Technology
Florida State University
Georgia College
Georgia Southern College
Graceland College
Grove City College
Hampshire College
High Point College
Indiana State University
Indiana University
Indiana Unversity of PA
Johns Hopkins University
Johnson & Wales University
Kutztown University
Lee College
Liberty University
Life Bible College
Livingstone University
Louisiana State University
Loyola College
Lycoming College
Marshall University
Maryland Institute College of Art
Massachusettes Maritine Academy

Mercer University
Meredith College
Messiah College
Miami University
Millersville University
Morgan State University
New College of California
New Mexico State University
New York University
Nichols State University
North Carolina A & T State University
North Carolina School of the Arts
North Carolina State University
North Carolina Wesleyan College
North Central Bible College
Northeast Missouri State University
Northeastern University
Northern Arizona University
Northern Illinois University
Northwestern State University
Ohio State University
Ohio University
Oklahoma City University
Pace University
Palomar College
Parks College of St.Louis University
Penn State-Harrisburg
Philadelphia Coll of the Bible
Purdue University
Purdue University at Indianapolis
Queen's College
Ricks College
Rider College
Ringling School of Art & Design
Roanoke College
Robert Morris College
Rutgers University
Salem-Teikyo University
San Diego State University
Santa Clara University
Savannah College of Art and Design
Savannah State College
Shenandoah University
Slippery Rock University
Southeastern Illinois University
Southeastern Louisiana University
Southern College
St. Joseph's University
St. Mary's College of Indiana
Strayer College
SUNY - Brockport
SUNY Regents College
Syracuse University
Temple University
Texas A & M University
Texas Technical University
Texas Women's University
Thomas College
Thomas Edison State College
Trinity College
University of Alabama
University of Alaska-Anchorage
University of Alaska-Fairbanks
University of Canterbury (New Zealand)
University of Central Florida
University of Delaware
University of Evansville
University of Maryland Eastern Shore
University of Miami-Florida
University of Missouri
University of New Hampshire
University of New Orleans
University of North Carolina-Asheville
University of North Carolina-Chapel Hill
University of North Carolina-Charlotte
University of North Carolina-Greensboro
University of North Carolina-Wilmington
University of Oregon
University of Phoenix
University of Pittsburgh-Johnstown
University of S.W. Louisiana
University of South Carolina-Sumter
University of Southern California
University of Southern Mississippi
University of Staten Island
University of Tampa
University of Tennessee
University of Texas-San Antonio
University of Tulsa
University of Virginia
University of Washington
University of Wyoming

Upper Iowa University
Valdasta State College
Valley Forge Christian College
Villanova University
Virginia Commonwealth University
Wayne State University
West Chester University of PA
Western New England College
Western State College
Western Wyoming College
Westminster College
Widener University
Wilson College
York College of PA

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DEFINITIONS OF TRANSFER ACTIVITY

As a result of a survey of the transcripts of those students having transferred successfully, the following nine mutually exclusive categories of transfer activity were identified and described:

1. "Cohen Transfers" - students enrolling at FCC with no previous college education, earning a minimum of 12 credits, and enrolling at a four-year institution within five years.

2. Reverse Transfers - students who would qualify as Cohen Transfers but have attended another college previous to enrolling at FCC.

3. Native Transfers - students enrolled at other colleges enrolling for courses at FCC and having those credits transferred back to their "home" college. This category includes Hood and Mount St. Mary's Exchange students taking classes at FCC.

4. SOC Transfers - Military personnel taking classes at FCC, having military and other educational experiences evaluated and later transferring to another institution near a new base of assignment.

5. Community College and Proprietary Transfers - students who transfer from FCC to other two-year institutions for specialized programs or continued lower-division coursework. Some would qualify as Cohen transfers if they had transferred to a four-year college.

6. Old Transfers - Former FCC students transferring to two- and four-year institutions after more than a five-year absence in enrollment at FCC.

7. Open Campus Transfers - former FCC Open Campus (12th grade) students transferring their credits to a four-year college prior to their enrollment as freshmen.

8. Certification Transfers - students enrolling for specific courses at FCC needed for certification (CPA, teaching, graduate school pre-requisites) and having their transcripts sent to graduate schools or certifying agencies.

9. Short-time Transfers - students who would qualify as Cohen transfers, but who have earned less than 12 credits at FCC.

Transfer categories #1 and #2 (Cohen and Reverse) constitute what is generally regarded as "traditional" transfer activity and form the basis of further statistical analysis of FCC's transfer effectiveness.

CALCULATING A TRANSFER RATE FOR FREDERICK COMMUNITY COLLEGE

Frederick Community College has chosen to define its student transfer rate in terms on the following definition:

$$\frac{\text{Number of Transfers}}{\text{Students indicating intent to transfer having earned at least 12 credits in total unduplicated enrollment}} = \text{Transfer Rate}$$

This definition divides the number who actually transferred during one academic year by the total number of unduplicated students enrolled during that year indicating intent to transfer and who have earned at least 12 credit hours.

1994 Transfer Rate Calculation

$$\frac{465}{3636 \times .37^{*}} = \frac{465 \text{ - students transferring}}{1345 \text{ - students intending to transfer who have completed 12 credits}} = \text{1994 FCC Transfer Rate} = 34.5\%$$

FCC's transfer rate has increased from 30.6% to 34.5% since the initial calculation in 1991. Most probably this increase is the result of a significant shift in the number of students enrolling with the intent to transfer. This indication of intent to prepare for transfer has increased from 26.2% in Fall 1992 to 34.7% in Fall 1994.

* Percentage of students indicating intent to transfer is higher among those having earned at least 12 credits.

SUCCESSFUL TRANSFER SURVEY

The second phase of the study involved a survey* mailed to each of the students identified as having transferred successfully to a four-year college or university. To increase response rates, after a five-week period has elapsed from the first mailing, a second mailing was sent to those who had not responded. An average response rate of 47 percent has been maintained over the span of the survey.

Survey Response Rate 1990 - 1994				
1990-91	1991-92	1992-93	1993-94	Average
51.2%	51.0%	40.0%	45.8%	47.0%

* A copy of the survey instrument is included in the appendix.

SURVEY RESULTS

DEMOGRAPHIC DATA

FCC transfer students do not mirror the distributions by gender, race, and age in the overall student population. Transfer students tend to be younger (24.9 years of age to 28.6*), more heavily male (45.6% male to 38.2%*), and less likely to be minority (5.8% to 10.0%*).

Survey Results of Demographic Data

Average Age of Transfer Students				
1990-91	1991-92	1992-93	1993-94	Average
24.5	24.7	24.8	25.2	24.9

Sex					
	1990-91	1991-92	1992-93	1993-94	Average
Male	37.3%	47.8%	45.9%	43.4%	45.6%
Female	62.7%	52.2%	54.1%	56.6%	54.4%

Distribution of Transfer Students By Race					
	1990-91	1991-92	1992-93	1993-94	Average
American Indian	0.6%	0.2%	0.2%	0.7%	0.5%
Black	0.6%	2.6%	2.2%	3.5%	2.8%
Asian	1.0%	1.4%	0.5%	1.1%	1.0%
Hispanic	0.6%	0.5%	0.5%	1.1%	0.7%
White	96.6%	94.2%	95.6%	93.0%	94.2%
Other	0.6%	1.1%	0.2%	0.7%	0.9%

*Fall 1994 Frederick Community College Student Population Trends

ACADEMIC CHARACTERISTICS AND STATUS PRIOR TO TRANSFER

The typical FCC transfer student has completed five academic terms (not counting summer sessions) prior to transfer. However, the average number of credits earned is 49.7 which means most transfer students will have to complete at least five additional semesters after transferring in order to complete the baccalaureate degree.

One-half of all FCC transfer students have earned the associate degree prior to transfer. Since most (55%) transfer students transfer to institutions within the UMS or to other colleges that give preference in transfer evaluation to the associate degree, it is likely that a majority of students will lose very little credit in transfer (this assumption is supported by data presented in a later section).

General Studies, Business Administration, and Teacher Education are the three most popular FCC majors for transfer students. Nearly three-fourths (71%) of transfer students indicate one of these three curricula. Of the more than 50 other degree programs available at FCC, none is chosen by more than 3% of transfer students.

Survey Results of Academic Characteristics and Status Prior to Transfer

Average Number of FCC Terms Completed Before Transfer				
1990-91	1991-92	1992-93	1993-94	Average
5.09	5.13	5.23	5.17	5.17

Average FCC GPA of Transfer Students				
1990-91	1991-92	1992-93	1993-94	Average
3.18	3.06	3.12	3.13	3.10

Average Number of FCC Credits Earned Prior to Transfer				
1990-91	1991-92	1992-93	1993-94	Average
55.2	48.9	52.2	48.6	49.7

Percentage of Transfer Students Earning an AA degree Before Transfer				
1990-91	1991-92	1992-93	1993-94	Average
59.8%	50.6%	51.9%	47.3%	49.5%

Most Popular FCC Major of Transfer Students					
	1990-91	1991-92	1992-93	1993-94	Average
General Studies	35.2%	41.6%	45.2%	42.3%	43.0%
Business Administration	26.7%	21.7%	22.9%	17.2%	20.5%
Education	4.0%	6.4%	7.7%	7.7%	7.3%

(All Others Are Less Than 4%)

DEGREE OF SATISFACTION WITH THE TRANSFER PROCESS

Transfer students express high degrees of satisfaction in their academic program at FCC as well as the services provided them to assist in the transfer process. Students are most satisfied with their academic program at FCC with 96.6% reporting that they were satisfied or very satisfied. Eighty-two percent expressed satisfaction with the general academic advising they received while 73% were satisfied with their specific transfer advising. While not all colleges and universities conduct special advising and orientation programs for transfer students, 82% of FCC transfer students report satisfaction with the advising and orientation they received at the transfer school.

Survey Results of Degree of Satisfaction with the Transfer Process

Satisfaction with FCC Academic Program					
	1990-91	1991-92	1992-93	1993-94	Average
Very Satisfied	52.6%	55.1%	50.5%	50.8%	52.3%
Satisfied	44.6%	43.2%	44.7%	45.0%	44.3%
Not Satisfied	2.8%	1.6%	4.8%	4.2%	3.4%

Satisfaction with FCC Academic Advising					
	1990-91	1991-92	1992-93	1993-94	Average
Very Satisfied	41.9%	38.2%	35.1%	37.2%	37.0%
Satisfied	45.3%	42.5%	50.5%	42.9%	45.1%
Not Satisfied	12.8%	19.3%	14.4%	19.9%	17.9%

Satisfaction with FCC Transfer Advising					
	1990-91	1991-92	1992-93	1993-94	Average
Very Satisfied	30.8%	32.9%	20.5%	27.5%	27.6%
Satisfied	47.9%	34.2%	56.2%	47.8%	45.5%
Not Satisfied	21.3%	32.9%	23.2%	24.6%	27.0%

Satisfaction with Orientation/Advising at Transfer School					
	1990-91	1991-92	1992-93	1993-94	Average
Very Satisfied	27.6%	37.8%	39.0%	35.8%	37.5%
Satisfied	52.3%	42.3%	46.2%	46.0%	44.7%
Not Satisfied	20.1%	19.9%	14.8%	18.2%	17.7%

ACADEMIC CHARACTERISTICS AND SATISFACTION AFTER TRANSFER

Nearly one-half (48.7%) of FCC transfer students report losing no credits in transfer and better than three out of four (78%) report losing less than seven. High credit loss most frequently occurs among those students who have accumulated more than 60 credits prior to transfer or those students who have completed non-transfer career or technical associate degree programs.

More than 90% of transfer students indicate that their FCC academic program was directly or somewhat related to their major at the transfer school.

While less than one-third of FCC transfer students reside in on-campus housing their first semester after transfer, nearly one-half (48%) report to living away from home (either on-campus or in private residences off campus).

Seventy-two percent of all transfer students report attending full-time their first semester after transfer. This is in contrast to the full-time/part-time ratio in the general FCC student population where only 38% are full-time.

One in six FCC transfer students report receiving an academic scholarship from the transfer school based on their academic performance at FCC prior to transfer. The average award reported is $2,902.

Transfer students report a high degree of satisfation with the academic program at the transfer school. On average, 91% report being satisfied or very satisfied during the first semester after transfer.

Survey Results of Academic Characteristics and Status After Transfer

FCC Program Related to Major at Transfer School					
	1990-91	1991-92	1992-93	1993-94	Average
Directly	48.0%	49.8%	53.6%	50.3%	51.1%
Somewhat	44.1%	40.3%	38.4%	39.8%	39.6%
Not Related	7.9%	9.9%	8.0%	9.9%	9.3%

Number of Credits Not Accepted in Transfer					
	1990-91	1991-92	1992-93	1993-94	Average
All Accepted	48.6%	49.0%	48.5%	48.7%	48.7%
1-3	12.6%	23.0%	17.9%	12.7%	16.5%
4-6	16.6%	9.2%	14.8%	11.6%	13.1%
7-12	12.6%	10.5%	13.6%	15.9%	13.2%
13-20	4.6%	2.5%	2.4%	6.9%	4.1%
>21	5.1%	5.9%	3.0%	4.2%	4.4%

Residential Status After Transfer					
	1990-91	1991-92	1992-93	1993-94	Average
Residence Hall	33.9%	26.9%	31.9%	23.3%	27.2%
Private Residence (off campus)	17.5%	21.0%	21.8%	20.6%	20.9%
At Home	48.6%	52.1%	46.5%	56.1%	51.9%

Enrollment Status After Transfer					
	1990-91	1991-92	1992-93	1993-94	Average
Full-time	74.6%	71.3%	75.4%	68.4%	72.4%
Part-time	25.4%	28.7%	24.6%	31.6%	27.6%

Percentage Reporting Receiving Academic Scholarship at Transfer School				
1990-91	1991-92	1992-93	1993-94	Average
14.7%	15.9%	19.3%	13.4%	15.7%

Average Amount of Scholarship Received				
1990-91	1991-92	1992-93	1993-94	Average
$3,254	$2,935	$3,611	$1,950	$2,902

Satisfaction with Academic Program at Transfer School					
	1990-91	1991-92	1992-93	1993-94	Average
Very Satisfied	45.7%	50.6%	49.1%	52.4%	50.5%
Satisfied	46.3%	35.8%	45.3%	40.2%	40.3%
Not Satisfied	8.0%	13.6%	5.6%	7.4%	9.2%

One of the questions on the Successful Transfer Survey involves FCC courses that did not transfer. Respondents are asked to list all courses that did not transfer and assign one of seven reasons.

One-half (51%) of all courses reported by students as not transferring to the four-year institution were listed as "not equivalent to course at _____ (college/university)." The second most cited reason for courses not transferring was, "not applicable to major" (14%), followed by "grade below C" (8%), and "above credit limit allowable" (6%).

Among the non-career and technical courses listed as not transferring because the course was not equivalent to the course at the transfer college, the most often listed FCC courses were: MA110
SD100
ED/PS208
EN117
BU203

In some cases, students' reasons for courses not transferring do not match known articulation agreements. Their responses might be the result of incorrect transfer evaluations by the transfer school, incorrect reasons given to students for courses not transferring, or students' inaccurate responses to question.

A summary from the Fall 1992, Spring 1993, Fall 1993, and Spring 1994 surveys follows:

COURSE TITLE	REASON	SCHOOL
AG 101	Not equivalent to course at...	Frostburg
AN 101	Not equivalent to course at...	Towson
AR 101	Above credit limit allowable	UMBC
AR 104	Not equivalent to course at...	Shepherd
AR 105	Not equivalent to course at...	Shepherd
AR 105	Not equivalent to curse at...	Shepherd
AR 106	Not applicable to major	John Hopkins U.
AR 106	Not equivalent to course at...	Shepherd
AR 108	Not applicable to major	John Hopkins U.
AR 109	Not equivalent to course at...	Frostburg
AR 111	Not equivalent to course at...	UMBC
AR 111	Not equivalent to course at...	Ohio State
AR 112	Advanced courses aren't transferrable	Frostburg
AR 204	Not equivalent to course at...	Frostburg
AR 207	Not equivalent to course at...	Shepherd
AR 208	Unknown	Ohio State
BI 100	Developmental	UMCP
BI 100	Not equivalent to course at...	Ohio State
BI 100	Other	Shepherd
BI 101	Not equivalent to course at...	Shepherd
BI 105	Grade below "C"	Frostburg
BI 201	Not applicable to major	Shepherd
BI 201	Not equivalent to course at...	UMCP
BI 201	Not equivalent to course at...	Hood
BI 202	Not equivalent to course at...	Frostburg
BU 101	Above credit limit allowable	UMUC
BU 101	Grade below "C"	Shepherd
BU 101	Other	UMUC
BU 101	Grade below "C"	Frostburg
BU 101	Not equivalent to course at...	Ohio State
BU 101	Not applicable to major	Shepherd
BU 101	Grade below "C"	Hood
BU 102	Not applicable to major	Shepherd
BU 102	Grade below "C"	Rider College
BU 102	Grade below "C"	Frostburg
BU 102	Above credit limit allowable	UMUC
BU 103	Above credit limit allowable	Frostburg
BU 103	Not applicable to major	Shepherd
BU 103	Advanced placement	UMBC
BU 103	Not equivalent to course at...	Univ of Delaware
BU 107	Not equivalent to course at...	Hood
BU 107	Would not transfer	Hood
BU 107	Not equivalent to course at...	Hood

BU 107	Not applicable to major	Hood
BU 202	Grade below "C"	Mt. St. Mary's
BU 203	Not equivalent to course at...	Frostburg
BU 203	Not equivalent to course at...	Hood
BU 203	Not equivalent to course at...	Frostburg
BU 203	Not equivalent to course at...	Frostburg
BU 211	Above credit limit allowable	UMBC
BU 211	Not equivalent to course at...	UMCP
BU 212	Not equivalent to course at...	UMCP
BU 213	Not equivalent to course at...	Frostburg
BU 213	Grade below "C"	Shippensburg
BU 213	Not equivalent to course at...	Frostburg
BU 214	Not equivalent to course at...	Frostburg
BU 223	Above credit limit allowable	Frostburg
BU 225	Not equivalent to course at...	Univ of Delaware
BU 225	Not applicable to major	Shepherd
BU 229	Not equivalent to course at...	Frostburg
BU 230	Not equivalent to course at...	Towson
BU 250	Not equivalent to course at...	Towson
BU 260	Not equivalent to course at...	Towson
CE 101	Advanced placement	UMBC
CE 101	Not equivalent to course at...	UMBC
CE 102	Advanced placement	UMBC
CE 102	Not equivalent to course at...	Frostburg
CE 201	Not equivalent to course at...	Salisbury
CE 201	Not applicable to major	Frostburg
CE 201	Not equivalent to course at...	Frostburg
CE 202	Not equivalent to course at...	Salisbury
CH 201	Grade below "C"	Liberty University
CIS 204	Not equivalent to course at...	Frostburg
CIS100	Not equivalent to course at...	Frostburg
CIS101	Other	UMUC
CIS101	Not equivalent to course at...	Shepherd
CIS101	Not equivalent to course at...	Shippensburg
CIS101	Not applicable to major	Texas A & M
CIS101	AP	Salisbury
CIS101	Grade below "C"	Frostburg
CIS101	Grade below "C"	Frostburg
CIS101	Advanced placement/exam	UMBC
CIS106	Not equivalent to course at...	Hood
CIS108	Advanced placement/exam	UMBC
CIS108	Not equivalent to course at...	Va. Tech.
CIS108	Not equivalent to course at...	UMCP
CIS111	Other	Frostburg
CIS111	Other	Frostburg
CIS111A	Not equivalent to course at...	Frostburg

CIS111A	Software course	Hood
CIS111A	Developmental	Hood
CIS111A	Not equivalent to course at...	UMCP
CIS111C	Other	Towson
CIS111F	Not equivalent to course at...	UMCP
CIS120	AP	Salisbury
CIS120	Not equivalent to course at...	UMCP
CIS203	Not equivalent to course at...	UMCP
CIS205	Advanced placement/exam	UMBC
CIS206	Not applicable to major	Howard U.
CIS206	Not equivalent to course at...	UMCP
CIS220	Advanced placement/exam	UMBC
CIS220	Not equivalent to course at...	UMCP
CIS221	Advanced placement/exam	UMBC
CIS221	Not equivalent to course at...	Shepherd
CIS240	Contesting the Chair of CSM	Shepherd
CJ 110	Other: Advanced Standing	UMCP
CJ 204	Other: Advanced Standing	UMCP
CJ 220	Above credit limit allowable	UB
CM 100	Not applicable to major	Frostburg
CM 100	Not equivalent to course at...	Radford
CM 103	Not equivalent to course at...	UMBC
CM 105	Not equivalent to course at...	Hood
CM 105	Not applicable to major	Frostburg
CM 105	Could not use as GOR	Towson
CM 105	Not equivalent to course at...	Shepherd
CM 105	Above credit limit allowable	Frostburg
CM 105	Other	UMUC
CM 108	Not equivalent to course at...	UMBC
CM 109	Not applicable to major	Frostburg
CM 109	Not equivalent to course at...	Shepherd
CM 110	Not equivalent to course at...	Shepherd
CM 110	Not equivalent to course at...	UMBC
CM 112	Not equivalent to course at...	Frostburg
CM 112	Not equivalent to course at...	UMBC
DR 101	Not equivalent to course at...	UMCP
EC 202	Not applicable to major	Shepherd
ED 100	Not equivalent to course at...	James Madison
ED 100	Not equivalent to course at...	Hood
ED 100	Not applicable to major	Frostburg
ED 202	Other	Shepherd
ED 223	Not equivalent to course at...	Hood
ED/PS 208	Not equivalent to course at...	UMBC
ED/PS 208	Grade below "C"	Mt St Mary's
ED/PS208	Not equivalent to course at...	UMBC
ED/PS208	Other	Shepherd

ED/PS208	Not equivalent to course at...	Shepherd
ED/PS208	Not equivalent to course at...	UMBC
ED/PS208	Not applicable to major	Frostburg
ED/PS208	Not equivalent to course at...	Salisbury
EG 103	Not equivalent to course at...	U NC-Charlotte
EG 104	Not equivalent to course at...	U NC-Charlotte
EG 105	Not equivalent to course at...	U NC-Charlotte
EG 105	Above credit limit allowable	Frostburg
EG 111	Not equivalent to course at...	U NC-Charlotte
EG 111	Not equivalent to course at...	Salisbury
EG 112	Not equivalent to course at...	U NC-Charlotte
EG 113	Not equivalent to course at...	U NC-Charlotte
EG 116	Not equivalent to course at...	U NC-Charlotte
EG 150	Not equivalent to course at...	U NC-Charlotte
EG 201	Not equivalent to course at...	U NC-Charlotte
EG 202	Not equivalent to course at...	U NC-Charlotte
EG 212	Not equivalent to course at...	U NC-Charlotte
EG 212	Not equivalent to course at...	Salisbury
EG 213	Not equivalent to course at...	U NC-Charlotte
EG 213	Not equivalent to course at...	Salisbury
EG 215	Not equivalent to course at...	U NC-Charlotte
EG 215	Not equivalent to course at...	Salisbury
EG 222	Not equivalent to course at...	Salisbury
EN 052	Developmental	Oklahoma City U
EN 101	Grade below "C"	Frostburg
EN 102	Grade below "C"	Salisbury
EN 102	Not equivalent to course at...	Hood
EN 102	Not equivalent to course at...	Univ of Delaware
EN 102	Not equivalent to course at...	WVU
EN 103	Developmental	West. Maryland
EN 115	Not equivalent to course at...	Capitol
EN 115	Not equivalent to course at...	Shepherd
EN 117	Not equivalent to course at...	UMBC
EN 117	Not equivalent to course at...	Towson
EN 117	Developmental	Frostburg
EN 117	Developmental	Salisbury
EN 117	Not applicable to major	Frostburg
EN 117	Developmental	Capitol
EN 117	Other	Frostburg
EN 117	Not equivalent to course at...	NE Missouri State
EN 117	Not equivalent to course at...	Towson
EN 117	Developmental	Liberty University
EN 117	Not equivalent to course at...	Hood
EN 119	Other	Frostburg
EN 201	Grade below "C"	Hood
EN 204	Not equivalent to course at...	Shepherd

EN 206	Above credit limit allowable	Frostburg
EN 212	Not equivalent to course at..	Radford
EN 216	Grade below "C"	Hood
EN 216	Not applicable to major	Towson
EN 216	Not equivalent to course at...	UMCP
EN 218	Other	Frostburg
EN 220	Not equivalent to course at...	Shepherd
EN 224	Above credit limit allowable	Frostburg
EN 224J	Not equivalent to course at...	Shepherd
EN 225	Not equivalent to course at...	UMCP
EN050A	Developmental	Oklahoma City U
EN050A	Developmental	Towson
HE 204	Above credit limit allowable	Hood
HE 204	Not equivalent to course at...	UMBC
HE 204	Above credit limit allowable	UMBC
HI 101	Not equivalent to course at...	Hood
HI 101	Above credit limit allowable	UMBC
HI 102	Grade below "C"	Frostburg
HI 102	Not equivalent to course at...	Hood
HI 102	Grade below "C"	UMCP
HI 103	Not equivalent to course at...	Capitol
HI 202	Not equivalent to course at...	Frostburg
HI 202	Not applicable to major	Millersville Univ.
HI 204	Not equivalent to course at...	Shepherd
HS 101	Not applicable to major	Frostburg
HS 203	Not applicable to major	Frostburg
HS 203	Not equivalent to course at...	Salisbury
HS/CM102	Not equivalent to course at...	Frostburg
HS/CM102	Not equivalent to course at...	UMBC
HS/CM102	Not applicable to major	Frostburg
ID 001	Developmental	UMCP
ITR103	Not equivalent to course at...	Hood
LF 101	Grade below "C"	Mt. St. Mary's
LG 201	Not applicable to major	Capitol
LS 101	Not equivalent to course at...	Ohio State
MA 050	Developmental	UMBC
MA 050	Developmental	UMBC
MA 050	Developmental	Hood
MA 050	Developmental	Purdue Univ.
MA 051	Developmental	Towson
MA 051	Developmental	UMBC
MA 051	Developmental	Purdue Univ.
MA 103	Grade below "C"	Frostburg
MA 105	Not equivalent to course at...	Western Md
MA 105	Not equivalent to course at...	UMCP
MA 105	Not equivalent to course at...	UMCP

MA 110	Not equivalent to course at...	Towson
MA 110	Not applicable to major	UMCP
MA 110	Not equivalent to course at...	Towson
MA 110	Not equivalent to course at...	UMCP
MA 110	Not credited/pre-req. for Calc.	UMCP
MA 110	Not equivalent to course at...	Towson
MA 110	Not equivalent to course at...	Towson
MA 110	Not equivalent to course at...	UMCP
MA 110	Not equivalent to course at...	Towson
MA 110	Other - No applications	UMCP
MA 110	Developmental	Towson
MA 110	Not equivalent to course at...	UMCP
MA 110	Equals one half of MA 115 at...	UMCP
MA 110	Not equivalent to course at...	Shippensburg
MA 110	Not applicable to major	Shepherd
MA 110	Do not accept self-paced courses	NE Missouri State
MA 110	Not applicable to major	Capitol
MA 110	Grade below "C"	Frostburg
MA 110	Developmental	Towson
MA 110	Not equivalent to course at...	Towson
MA 110	Not equivalent to course at...	Towson
MA 110	Grade below "C"	Frostburg
MA 110	Other	Towson
MA 110	Developmental	UMCP
MA 111	Grade below "C"	UMUC
MA 111	Grade below "C"	Hood
MA 111	Above credit limit allowable	Shepherd
MA 111	Above credit limit allowable	Frostburg
MA 111	Grade below "C"	UMCP
MA 115	Not credited/pre-req. for Calc.	UMCP
MA 206	Not equivalent to course at...	Univ. of Illinois
MA 206	Not equivalent to course at...	Drexel Univ.
MA 206	Grade below "C"	UMCP
MA 210	Not equivalent to course at...	Univ. of Illinois
MA 211	Not equivalent to course at...	Univ. of Illinois
MA 212	Not equivalent to course at...	Univ. of Illinois
MU 101	Grade below "C"	UMCP
MU 101	Not equivalent to major	Shepherd
MU 104	Not equivalent to course at...	Towson
MU 105	Not equivalent to course at...	Towson
MU 119	Not equivalent to course at...	Hood
MU 120	Not equivalent to course at...	Hood
MU 219	Not equivalent to course at...	Hood
MU 220	Not equivalent to course at...	Hood
OT 101	Not equivalent to course at...	Hood
OT 103	Not equivalent to course at...	Hood

OT 103	Not equivalent to course at...	UMBC
OT 103	Not equivalent to course at...	Hood
OT 103	AP	Salisbury
OT 103	Not applicable to major	UMUC
OT 103	Not equivalent to course at...	Hood
OT 104	Not equivalent to course at...	Hood
OT 104	They do not have this program	Hood
OT 104	Not equivalent to course at...	Hood
OT 104	Not equivalent to course at...	Hood
OT 104	Not applicable to major	UMUC
OT 107	Not equivalent to major	UMBC
OT 107	They do not have this program	Hood
OT 107	Not equivalent to course at...	Hood
OT 107	Not equivalent to course at...	NE Missouri State
OT 110	Not equivalent to course at...	Hood
OT 204	They do not have this program	Hood
OT 206	They do not have this program	Hood
PC 107	Not applicable to major	Shepherd
PC 107	Not equivalent to course at...	Shepherd
PE 114	Above credit limit allowable	Millersville Univ.
PE 114	Not applicable to major	Capitol
PE 114	Above credit limit allowable	Frostburg
PE 114	?	UMBC
PE 123	Not applicable to major	Frostburg
PE 131	Not equivalent to course at...	Frostburg
PE 131	Not equivalent to course at...	UMBC
PE 131	FSU wants you to take their PE	Frostburg
PE 154	Not equivalent to course at...	UMBC
PE 154	Above credit limit allowable	UMBC
PE 154	Not equivalent to course at...	UMCP
PE 154	Was 3 credits-would only accept 1	Hood
PE 154	Not equivalent to course at...	UMBC
PE 161	Not equivalent to course at...	UMCP
PE 166	Not applicable to major	Capitol
PE 169	FSU wants you to take their PE	Frostburg
PE 173	Not applicable to major	Frostburg
PE 175	Not applicable to major	Frostburg
PH 206	Not applicable to major	Capitol
PI 104	Not applicable to major	Mt. St. Mary's
PM 205	Not applicable to major	Shippensburg
PM 211	Not applicable to major	Shippensburg
PM 212	Not applicable to major	Shippensburg
PM 213	Not applicable to major	Shippensburg
PS 101	Not applicable to major	Shepherd
PS 104	Not equivalent to course at...	UMBC
PS 202	Not applicable to major	Mt. St. Mary's

PS 206	Above credit limit allowable	Frostburg
PX 101	Above credit limit allowable	Hood
PX 101	Not equivalent to course at...	Shepherd
PX 200	Not applicable to major	Capitol
PX 201	Not applicable to major	Capitol
PY 201	Not equivalent to course at...	Univ. of Illinois
PY 202	Not applicable to major	Howard U.
RT 101	Not equivalent to course at...	UMBC
RT 102	Not equivalent to course at...	UMBC
RT 103	Not equivalent to course at...	UMBC
SD 100	Not applicable to major	Shepherd
SD 100	Not equivalent to course at...	Shippensburg
SD 100	Not equivalent to course at...	UMBC
SD 100	Not equivalent to course at...	UMBC
SD 100	Not equivalent to course at...	Hood
SD 100	Not equivalent to course at...	Radford
SD 100	Developmental	Towson
SD 100	Grade below "C"	Mt. St. Mary's
SD 100	Not equivalent to course at...	UMCP
SO 101	Above credit limit allowable	UMBC
SO 101	Not applicable to major	Mt. St. Mary's
SO 201	Grade below "C"	Hood
SO 201	Not equivalent to course at...	Hood
SS 101	Not applicable to major	Hood
SS 103	Not equivalent to course at...	Hood

Students are also asked to provide any written comments about their transfer experience. Approximately 60% of all respondents provided written comments. Because the "Comments" section contains information that has the potential for personal identification of respondents, it has been deleted from this portion of the report. However, this section has been extremely useful in the internal evaluation of curricula and services. A summary of written comments are provided in a separate appendix available to staff.

SUMMARY

Both the rate and the total number of students who transfer from Frederick Community College to four-year colleges and universities have increased dramatically since 1990. While overall enrollment at the college has increased only 2.5% during the period of time the Transfer Tracking System has been in effect, the number of successful transfer students has increased 34%.

This increase is partially explained by the growth in the percentage of students enrolling at FCC over the same period indicating that "Preparation for Transfer to a Four-year College" was their primary reason for attending. From 1991 to 1994 this reported reason for attending has increased from 26.2% to 34.7%, a +19% change.

The transfer rate calculation tells us that in the current year more than one-third of all students enrolled having earned at least twelve credits and indicating "Preparation for Transfer" as their main reason for attending will successfully transfer to a four-year college or university. Within this population, there will be many students having earned at least twelve credits who will postpone transfer until they have accumulated a great many more credits. The typical FCC transfer student does not transfer until completing at least five semesters and having earned at least fifty credits.

Research in the field of academic achievement and degree attainment by transfer students has consistently identified two variables as explaining the overwhelming majority of the variance in success rates of transfer students at four-year colleges and universities. Community college grade point average and total number of credits earned are positively associated with higher persistence and baccalaureate degree completion rates.

A survey of the characteristics of FCC transfer students indicates a relatively high number of average credits transferred (50) and average GPA (3.10). In addition, nearly one-half of all FCC transfer students have earned the associate degree prior to transfer. These factors would indicate that FCC transfer students have a high probability of achieving academic success and baccalaureate degree attainment after transfer.

The Transfer Tracking System enables us to accurately quantify FCC's contribution to baccalaureate degree attainment by citizens within our service area. While the tracking system within the UMS follows students from the eighteen community colleges to the eleven UMS institutions, we now know that transfer to UMS institutions accounts for less than 45% of all four-year college transfer activity by FCC students. In fact, among our top ten transfer institutions, two are out-of-state and two are in-state private colleges. If we were to depend solely on the UMS tracking system to evaluate the effectiveness of our transfer function, we would be overlooking more than one-half of our total transfer activity.

As identified in the first transfer report (1992), the issue of credit loss by transfer students is more clearly in focus at FCC than it may be at other community colleges. For example, nearly one-half (48.7%) of FCC transfer students report losing no credits in transfer and 78% report losing less than seven. Of those students reporting losing more than seven credits in transfer, two-thirds earned more than 61 credits prior to transfer (60 credits being the generally accepted maximum standard). In those rare instances when students report losing more than 13 credits (8.5%), the majority of cases involve students attempting to transfer after earning career or technical, non-transfer associate degree programs.

This study does not, however, conclude that they are minimal problems in the transfer of individual courses. Students frequently cite problems in the transfer evaluation process

involving courses that run counter to known articulation agreements. It would appear that independent and arbitrary judgements on the transferability of courses from community colleges continue to be made by four-year colleges and universities that violate published transfer agreements.

In addition, there are courses within the FCC curriculum that continue to cause students transfer difficulty even though these courses are not recommended for transfer to specific four-year colleges by FCC advisors. In most cases, these "problem" courses are required pre-requisites for other transferable FCC courses or are required courses in FCC associate degree programs. In most cases, these "problem" courses fulfill FCC General Education requirements.

While most students express high levels of satisfaction with the various aspects of the transfer process and the academic programs at both FCC and the transfer school, one area is worthy of mention. Over the course of the study "Satisfaction With FCC Transfer Advising" has consistently received the lowest overall satisfaction rate. More importantly, the "Not Satisfied" response has equaled the "Very Satisfied" response. This response occurs even though the issue of credit loss among FCC transfer students is relatively minor and rarely mentioned in the "Comments" section. In fact, there is no significant correlation between those with high credit loss and those responding "Not Satisfied" with transfer advising.

The Academic Advising Taskforce of the System for Student Success has concluded that there remain significant gaps in the transfer advising skills and knowledge among faculty advisors. Even with greater access to advising manuals, transfer agreements, and the computerized UMS course and program articulation system (ARTSYS), many advisors are not confident in their course advising skills when it comes to transfer students. Transfer advising seems to be an activity approached with anxiety by many advisors because of

perceived personal "repercussions" if a particular course does not transfer. Many advisors defer to campus "experts" (usually Student Development counselors) when difficult transfer advising questions arise.

The Successful Transfer Survey does not imply that the variability in faculty transfer advising confidence is related to a lack of satisfaction in transfer advising by transfer students. In fact, in the "Comments" section of the Survey, many students take time to point out particular advisors as being extremely helpful and precise in their transfer advice. There may be other reasons for this response. This condition described above is offered as one possible explanation.

There is some evidence that the occurrence of successful transfer by FCC minority students, especially African-American students, is increasing. Some of this increase can be explained by the dramatic increase in the total number of African-American students in the FCC population. African-American students now comprise 5.6% of the total FCC population, up from 4.1% at the start of the study. However, the percentage of successful African-American FCC transfer students (2.8%) averages one-half of the percentage of African-American students in the total student population.

It is not surprising, then, that one of the major goals of the college's new support unit for African-American students (STA-ART), is to increase the transfer rate among this target population. We will able to track the effectiveness of this goal through further Transfer Tracking System reports.

FREDERICK COMMUNITY COLLEGE
SUCCESSFUL TRANSFER SURVEY

Frederick Community College is conducting a follow-up survey of those students transferring to your college from FCC. Please take a moment to respond to these questions and then return the survey in the postage-paid envelope provided.

Your responses will help FCC evaluate its instructional and student service programs designed to prepare students for transfer.

Check one answer for each question.

1. What is your enrollment status during your first semester of enrollment at your college?

   __ 1. Part-time
   __ 2. Full-time

2. Indicate your overall grade point average at the time you transferred from FCC.

   __ 1. Less than 2.0
   __ 2. 2.0 - 2.4
   __ 3. 2.5 - 2.9
   __ 4. 3.0 - 3.4
   __ 5. 3.5 and over

3. To what extent was your curriculum program at FCC related to your major at your college?

   __ 1. Directly related
   __ 2. Somewhat related
   __ 3. Not related

4. How satisfied are you with the academic preparation for transfer you received at FCC?

   __ 1. Very satisfied
   __ 2. Satisfied
   __ 3. Unsatisfied

5. How satisfied were you with the academic advising you received while a student at FCC?

   __ 1. Very satisfied
   __ 2. Satisfied
   __ 3. Unsatisfied

6. How satisfied were you with the specific transfer advising you received while a student at FCC?

   __ 1. Very satisfied
   __ 2. Satisfied
   __ 3. Unsatisfied

7. How many credit hours did you earn at FCC?

_____ (please write in a specific number)

*The following questions relate to the institution in which you are now enrolled.

8. How many credit hours (if any) were not accepted in transfer at your college?

__ 1. All credits accepted
__ 2. Lost 1 - 3 credit hours
__ 3. Lost 4 - 6 credit hours
__ 4. Lost 7 - 12 credit hours
__ 5. Lost 13 - 20 credit hours
__ 6. Lost more than 21 credit hours

9. Of the courses that were not accepted in transfer, please list below the course title(s) and the reason(s), if known.

Course Title(s)	Reasons (use number from list below)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Reasons

1 - Grade below "C"
2 - Developmental
3 - Not equivalent to course at your college
4 - Not applicable to major
5 - Above credit limit allowable
6 - Other (please list) _____

10. How satisfied were you with the orientation and advising you received upon enrollment at your college?

__ 1. Very satisfied
__ 2. Satisfied
__ 3. Unsatisfied

11. How satisfied are you with the academic program at your college?

__ 1. Very satisfied
__ 2. Satisfied
__ 3. Unsatisfied

12. Indicate your current curriculum (major) at your college.

_____

13. Indicate your residential status at your college.

__ 1. Residence hall
__ 2. Private residence off-campus (not at home)
__ 3. Living at home (commuting)

14. Did you receive any financial assistance (scholarships) from your college based on your scholastic achievement at FCC?

__ 1. Yes
__ 2. No

If yes, please give approximate amount of award $_____

15. Please write any comments or suggestions you might have concerning your experience at FCC as it relates to your transfer to your college.

_____

_____

_____

_____

_____

Thank you very much for your prompt attention and careful response to this questionnaire. No data will be released that specifically identifies any respondent. We are asking for your name in order to match your survey to those we mailed so that we can calculate a response rate. All identifying information will be removed from the surveys once they have been tabulated.

_____
Name

_____
Today's date